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PROGRAMME OF THE DEPARTMENT OF SECONDARY EDUCATION

FOR THE MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION
IN DENVER

PROGRAMME

WEDNESDAY AFTERNOON, JULY 10TH, 3 P. M.

- 1.—President's Address. Wm. H. Smiley, Principal High School, District Number One, Denver, Col.
- 2.—Should Electives in High Schools be in Courses or Subjects? Paper by O. D. Robinson, Principal of the High School, Albany, New York.
Discussion led by F. W. Atkinson, Principal of High School, Springfield, Mass.
- 3.—What Action Ought to be Taken by Universities and Secondary Schools to Promote the Introduction of the Programmes Recommended by the Committee of Ten?
By Universities. Paper by Prof. Wm. Carey Jones, University of California.
By Secondary Schools. Paper by F. L. Bliss, Principal High School, Detroit, Mich.
- 4.—Discussion led by Prof. B. A. Hinsdale, University of Michigan.
- 5.—Appointments of Committees and Miscellaneous Business.

THURSDAY AFTERNOON, JULY 11TH, 3 P. M.

- 1.—First Year Science in High Schools, its Possibilities and Difficulties.
Paper on Biology by O. S. Westcott, Principal of the North Division High School, Chicago Ill.
Paper on Physical Geography by Edward L. Harris, Principal of the Central High School, Cleveland, Ohio.
- 2.—Do not the Recommendations Made by the Head Masters' Association Concerning Certain Admission Requirements in Latin and Greek Deserve Prompt and General Adoption by the Colleges?
Paper by James C. Mackenzie, Head Master Lawrenceville School, New Jersey. General Discussion. (For the Recommendations see below.)
- 3.—Opportunities for Ethical Instruction. Paper by B. C. Mathews, High School, Newark, New Jersey.
- 4.—Reports of Committees and Election of Officers.

At the third annual meeting of the Head Masters' Association, held in Boston, December 27th and 28th, 1894, the following resolutions were passed, and the Secretary was instructed to send a copy of them to the Secretaries of the leading Educational Associations of the country. It is proper to state that these resolutions were passed primarily as an expression of opinion on the

part of the Head Masters, with regard to some matters which they deem of large importance to the secondary and collegiate education of the country :

THE RESOLUTIONS

1. It is desirable that such colleges as prescribe the reading of certain books in Latin, as a condition of admission, should introduce more variety of reading into their requirements. For example, some part of Nepos might be required as an equivalent for one or more books of Caesar's Gallic War ; some part of Ovid as an equivalent for a portion of Vergil ; selections from Cicero's Letters, or other writings, as an equivalent for one or more orations.

2. It is desirable, both as a guide for teachers and for the sake of uniformity in the reading preparation for college, that colleges admitting candidates by certificate, and others admitting mainly on examinations in reading "at sight," should recommend a course of reading in Latin for preparatory schools. If, moreover, such colleges would unite with those having definite requirements, in a recommended course of reading, the gain to preparatory schools would be great.

3. Both in the case of prescribed and recommended reading, it is desirable that changes be made from time to time after due notice, as is now done by the Associated New England Colleges in regard to English, French, and German.

4. It is desirable that the colleges should recommend that some months be spent in reading easy Latin, both modern and classic, before authors of the difficulty of Nepos and Caesar are taken up. Such a recommendation from the colleges would have great weight with secondary schools ; would, if followed, diminish difficulties and discouragements in the earlier part of the Latin course, and tend to the improvement of elementary teaching.

5. The writing of Latin, based on certain prescribed and limited portions of Latin text, to be changed from time to time, ought to be made a part of college entrance examinations wherever Latin is prescribed for admission.

6. The foregoing five recommendations ought to be made in regard to Greek, so far as they are applicable.

7. The requirement that parts of Homer be read, in preparation for college, ought to be maintained, but the examination ought not to be confined to books of the Iliad.

8. It is desirable that the colleges designate the more important subjects of grammar, both Greek and Latin, in which students come up to college poorly grounded.

9. It is the opinion of this Association that passages set for sight translation, particularly in Cicero's Orations, are often too difficult, considering the circumstances of the entrance examinations.

COMMUNICATION

THE INDUCTIVE METHOD AGAIN

Professor Wheeler's application of the principle involved in the familiar quotation, *ex uno disce omnes*, to condemn the natural or inductive method of teaching languages, recalls to my mind an incident related to me by a friend before this method had been heard of, at least in his locality. A boy applied to him to be examined in the Anabasis. Having been given a passage on the third or fourth page, and a few minutes to con it, he reported that he thought he could manage it, except one word, and that was *zai*. It was a plain case of ignorance and fright. Comment is needless. Against stupidity the very gods contend in vain.

Chas. W. Super

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